

# **The Effects of Self-Monitoring on Student Academic and Social Behavior**

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**Mary E. McConnell, Ph.D.  
mcconnellme@umkc.edu**

## **Session Overview**

- ✓ **What is self-monitoring?**
- ✓ **Who can use this procedure?**
- ✓ **Benefits of self-monitoring**
- ✓ **When can students self-monitor?**
- ✓ **Self-monitoring steps**
- ✓ **Data collection**
- ✓ **Sample forms**
- ✓ **Implementation with an urban school**

**Classrooms  
Today  
are  
More  
Diverse**



**Classrooms Today Consist of  
Students with Different**

- Ability levels
- Backgrounds and experiences
- Cultures and languages
- Needs
- Behaviors



## Teacher Challenges

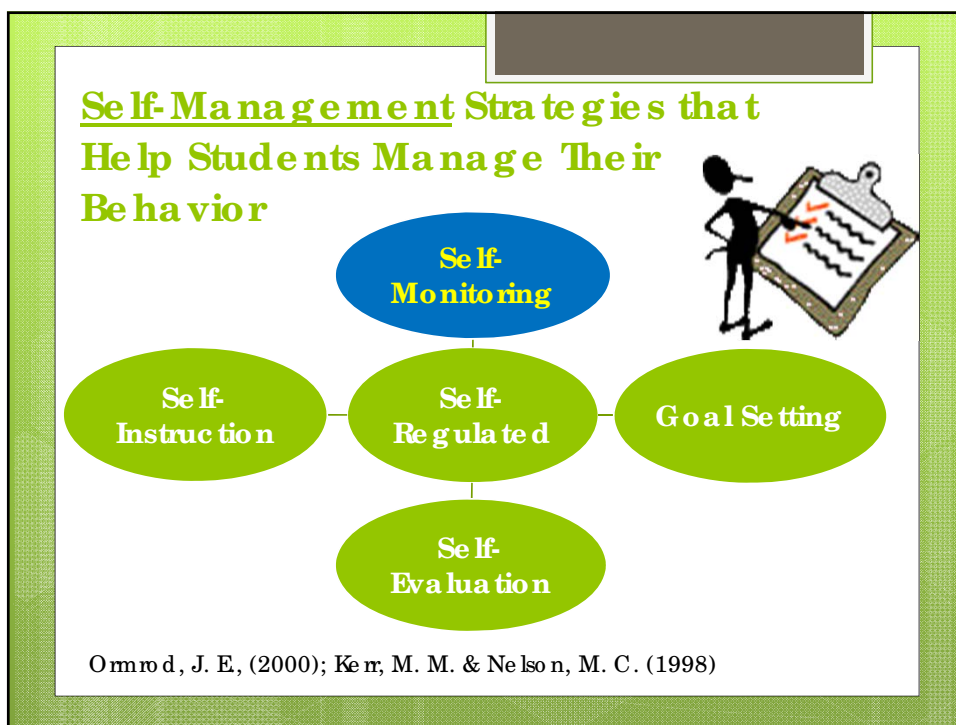
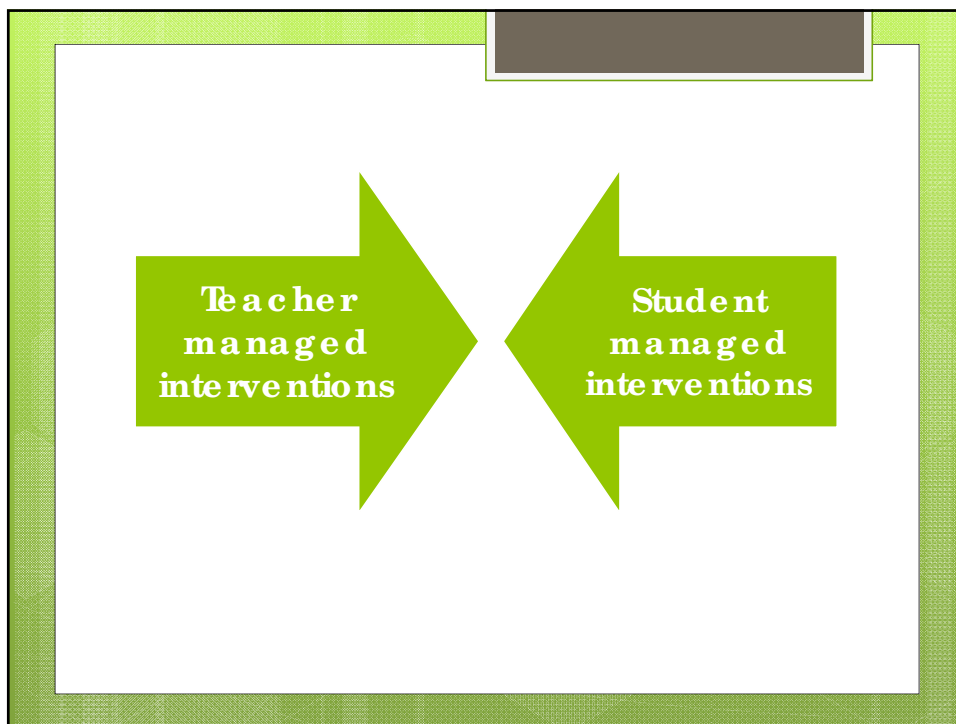


Increase student performance

Classroom management and behavior issues

## Let's Discuss

- What are some typical behaviors that teachers address often in the classroom?
- How do teachers typically handle these behaviors?



## What is Self-Monitoring?

- A process where students are taught to observe, monitor, and keep track of their own behavior
- A Cognitive Behavioral Intervention

## Self-Monitoring

- An effective and powerful procedure/process for changing behavior
- A way to teach students to manage their own behavior
- Daly & Rana (2003)

- Self-Monitoring is an **individualized** plan to increase independent functioning in the following areas:

- Social
- Behavior
- Academic

### Self-Monitoring Can Address

- Off-task behavior
- Out-of-seat behavior
- **Talk-outs**
- Inappropriate comments
- Class preparation
- Homework completion
- Social skills
- Disruptions
- **Assignment completion**
- Following directions
- Organization skills



## Who Can Use this Procedure?

### ○ Individual Students or Whole Class

- Pre-school through adults
- In general and special education settings
- With various disabilities and ability levels

### ○ Teachers

- To monitor their behaviors in the classroom
  - Verbal praise
  - Reprimands
  - Repeated request

## *Benefits of Self-Monitoring*

- Teaches students to take responsibility for their behavior, (Daly & Rana lli, 2003; Vanderbilt, 2005)
- Increases student academic and productivity in the classroom (DiGangi, Maag & Rutherford, 1991; Prater, 1994)

## *Benefits of Self-Monitoring*

- Empowers students to be more in control of their behavior (Hallahan & Kauffman, 1994)
- Increases generalization and maintenance of behaviors in other environments over time (Rutherford, Quinn & Mathur, 1996; Schloss & Smith 1998)

## When Can Students Monitor their Behavior?

- Once a day at a specified time
- Only during certain activities
- At specified intervals
- At random intervals
- Whenever the behavior occurs

○ Source: Sprick, Sprick, & Garrison (1993)

## Self-Monitoring Steps

1. Identify target behavior
2. Define the target behavior
3. Collect baseline data
4. Schedule conference with student
5. Select self-monitoring form
6. Teach the student to use self-monitoring procedures
7. Implement self-monitoring
8. Monitor student progress
9. Follow-up

## 1. Identify target behavior to be self-monitored

*Questions to Consider When Identifying Target Behavior (Self-Monitoring Plan Sheet Handout)*

**2.** Define the target behavior to be monitored. Behavior should be:

- Clear
- Specific
- Observable
- Measurable

### **Activity**

- Define off-task behavior
- Does your definition of off-task behavior meet the criteria listed in the previous slide?



### **3. Collect Baseline Data**

Determine the occurrence of the target behavior before the intervention

### **Select an Appropriate Data Collection Method**

**Have a system for tracking and monitoring behavior**

**Data collection, monitoring, evaluating student progress is very important**

## Data Will Be Collected During

- Baseline
- Intervention
- Generalization

## Data Collection Methods

- **Frequency Count**
  - Record every time the behavior occurs
  - Use when you want to determine how often the behavior is occurring



## Data Collection Methods

### ● Interval Count

- Requires full attention for observing and recording
- Record whether the behavior occurs during a specified interval

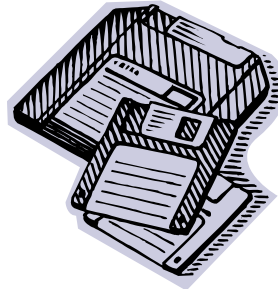
## Data Collection Methods

### ● Momentary Time Sampling

- Record the occurrence or nonoccurrence of the behavior at the end of the specified observation time period.

## Data

- Collect
- Graph
- Analyze
- Summarize
- Make decisions



## 4. Schedule Conference with Student

- Have private conversation
- Discuss problem behavior
- Review rationale and replacement behavior
- Gain student commitment



## 5. Select Self-Monitoring Form

- ➔ Determine the type of form/format
- ➔ Determine cueing or prompting system

## Creating Self-Monitoring Forms

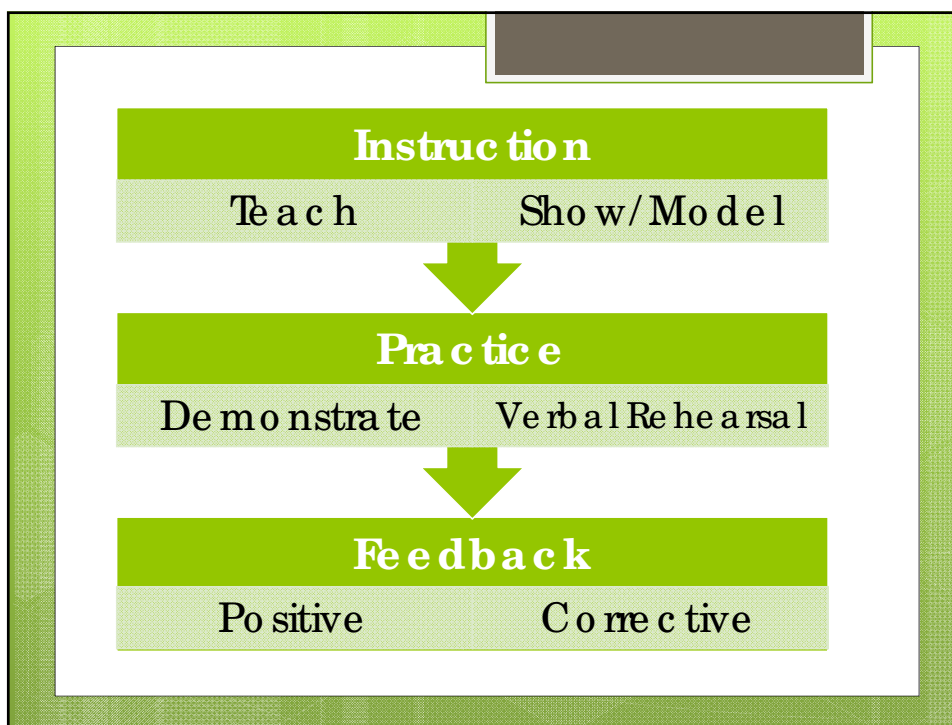


Forms should -

- Be tailored and targeted to meet the **individual** needs of the student
- Be age appropriate
- List the target behavior
- State observation procedures

## 6. Teach the Student to Use Self-Monitoring Procedures

*Self-Monitoring strategies should be taught the same way you teach **reading, writing, or math** (Kaplan J. S. & Carter, J. (1998)*



## 7. Implement Self-Monitoring

*Provide assistance,  
encouragement, and  
feedback*

### Remember to

- Provide specific verbal feedback
- Recognize and acknowledge students when they engage the appropriate behavior

## 8. Monitor Student Progress

- o Adapt and change as necessary
- o Re-teach
- o Conduct reliability checks
- o Review progress with students
- o Gradually fade



## 9. Follow-up

- Check for maintenance and generalization
- Reinstitute self-monitoring if the behavior reoccurs



- When implemented correctly, self-monitoring can improve the academic and behavior performance of students (Carr & Punzo, 1993; Rutherford, Quinn, & Mathur, 1996).

## ○ Sample Forms



**SELF-MONITORING**

**WEEK**

**TARGET BEHAVIOR:**

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

TOTAL \_\_\_\_\_

GOAL \_\_\_\_\_

DID I MEET MY GOAL?

### Daily Self-Monitoring Contract

I will complete the following tasks in class today to the best of my ability.

- 1.
- 2.
- 3.
- 4.

Was I successful today in completing tasks? Yes      No

I agree to the best of my ability to engage in the following behaviors in class today.

- 1.
- 2.
- 3.
- 4.

I was successful with my behaviors in class today. Yes      No

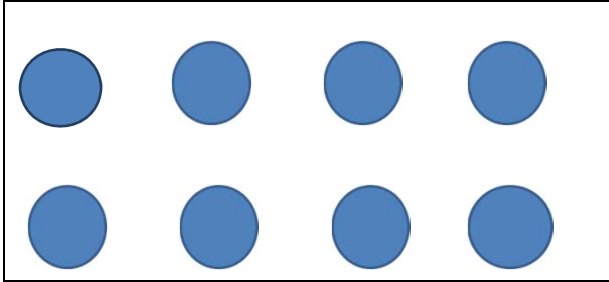
If no, what will I do different next time?

_____	_____
Student Signature	Date
_____	_____
Teacher's Signature	Date

**Self-Check**

Raise your hand before talking  
 FILL in a circle every time you raise your hand before talking.



TOTAL \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

**Daily Assignment Checklist**

Student: \_\_\_\_\_ Date: \_\_\_\_\_  
 Class: \_\_\_\_\_

1.	Do I have questions?	Yes	No
2.	Do I understand teacher directions?	Yes	No
3.	Do I understand what is due for tomorrow?	Yes	No
4.	Did I write my assignment in my folder?	Yes	No
5.	Do I need extra help?	Yes	No
6.	Did I follow teacher directions in class today?	Yes	No
7.	Did I turn in today's assignment?	Yes	No
8.	Do I need more time?	Yes	No
9.	Am I pleased how I spent my time in class today?	Yes	No

[Redacted]

Self-Monitoring Sheet

Student \_\_\_\_\_ Week of \_\_\_\_\_

Off Task Behavior

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

I AM ON TASK                      CHECK YES OR NO                      Three Minute Observation Interval                      Observation Time

Monday	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
_____																					
Tuesday	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
_____																					
Wednesday	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
_____																					
Thursday	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
_____																					
Friday	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
_____																					

[Redacted]

**Example of a Content Area Self-Monitoring Sheet**  
**Writing Assignment Checklist**

*Circle the correct response.*

Name: \_\_\_\_\_ Class \_\_\_\_\_ Date: \_\_\_\_\_

All sentences begin with capital letter.	Yes	No
All sentences have correct punctuation.	Yes	No
Sentences are written in a correct and complete format.	Yes	No
I followed instructions for the assignment.	Yes	No
I completed all components of the assignment.	Yes	No
I have what I need for class today.	Yes	No



## Ways Students Can Record

- Check marks
- Answering yes or no
- Circling numbers
- Hash marks
- Coloring circles/boxes
- Stickers

## Frequently Asked Questions

- How much work will self-monitoring be for the teacher?
- How disruptive will the self-monitoring procedures be to other students?
- What happens if the student is inaccurate?
- How long will the student need to continue self-monitoring?
- Source: Vanderbilt, A., 2005

## Self-Monitoring Devices

- Verbal and nonverbal cues
- Prompts
- Timers
- Chimes
- Stopwatch
- Vibrators
- Vibrating pagers
- MotivAider
- Counters



[www.timetimer.com](http://www.timetimer.com)



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## Contact Information

- Mary E. McConnell, Ph.D.
- [mcconnellme@umkc.edu](mailto:mcconnellme@umkc.edu)
  - 816.235.2464 (work)
  - 913.244.8125 (cell)